

## Calendar No. 470

119TH CONGRESS  
2D SESSION**S. 332**

To require a study on Holocaust education efforts of States, local educational agencies, and public elementary and secondary schools, and for other purposes.

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IN THE SENATE OF THE UNITED STATES

JANUARY 30, 2025

Ms. ROSEN (for herself, Mr. LANKFORD, Mr. BLUMENTHAL, Mr. GALLEG0,  
Mr. BOOKER, Mrs. GILLIBRAND, and Ms. ALSOBROOKS) introduced the  
following bill; which was read twice and referred to the Committee on En-  
ergy and Natural Resources

JULY 23, 2026

Reported by Mr. LEE, without amendment

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**A BILL**

To require a study on Holocaust education efforts of States,  
local educational agencies, and public elementary and  
secondary schools, and for other purposes.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Holocaust Education  
5       and Antisemitism Lessons Act”.

1 **SEC. 2. STUDY AND REPORT ON HOLOCAUST EDUCATION.**

2 (a) STUDY.—Beginning not later than 180 days after  
 3 the date of enactment of this Act, the Director of the  
 4 United States Holocaust Memorial Museum (referred to  
 5 in this Act as the “Director”) shall conduct a study on  
 6 Holocaust education efforts in States, local educational  
 7 agencies, and public elementary schools and secondary  
 8 schools. Such study shall include an examination of—

9 (1) all States;

10 (2) a nationally representative sample of local  
 11 educational agencies; and

12 (3) a representative sample of public elementary  
 13 and secondary schools served by the local edu-  
 14 cational agencies being studied.

15 (b) ELEMENTS.—In conducting the study under sub-  
 16 section (a), the Director shall—

17 (1) determine whether States and local edu-  
 18 cational agencies being studied require Holocaust  
 19 education as part of the curriculum taught in public  
 20 elementary schools and secondary schools;

21 (2) identify States and local educational agen-  
 22 cies being studied that have optional Holocaust edu-  
 23 cation as part of the curriculum taught in public ele-  
 24 mentary schools and secondary schools;

25 (3) identify each State’s standards and the re-  
 26 quirements of the local educational agencies being

1 studied relating to Holocaust education and summa-  
2 rize the status of the implementation of such stand-  
3 ards and requirements, including—

4 (A) the existence of a centralized appa-  
5 ratus at the State or local level that collects and  
6 disseminates Holocaust education curricula and  
7 materials;

8 (B) the existence of Holocaust education  
9 professional development opportunities for pre-  
10 service and in-service teachers;

11 (C) the involvement of informal edu-  
12 cational organizations in implementing Holo-  
13 caust education, including museums and cul-  
14 tural centers;

15 (D) an assessment of the challenges or  
16 gaps that may prevent educators from fulfilling  
17 Holocaust education requirements;

18 (E) the identification of training and re-  
19 sources needed to support educators teaching  
20 about the Holocaust; and

21 (F) the adoption of United States Holo-  
22 caust Memorial Museum resources by—

23 (i) entities at the State or local level  
24 that disseminate Holocaust education cur-  
25 ricula; or

1 (ii) local Holocaust museums and cen-  
 2 ters;

3 (4) determine—

4 (A) the range of intended outcomes from a  
 5 Holocaust education unit at the State and local  
 6 educational agency level; and

7 (B) the methods teachers are using that  
 8 result in successfully achieving intended learn-  
 9 ing outcomes, which may include—

10 (i) in-class discussion;

11 (ii) educational activities conducted  
 12 outside the classroom, including homework  
 13 assignments and experiential learning in-  
 14 volving State and local organizations, such  
 15 as museums and cultural centers;

16 (iii) project based learning;

17 (iv) educational materials and activi-  
 18 ties that are developmentally appropriate  
 19 and taught through a trauma-informed  
 20 lens; and

21 (v) integration of lessons from the  
 22 Holocaust across the curriculum and  
 23 throughout the school year;

1           (5) identify the types of instructional materials  
2       used to teach students about the Holocaust, includ-  
3       ing the use of primary source material;

4           (6) identify—

5               (A) in what disciplines the Holocaust is  
6       being taught;

7               (B) the amount of time allotted in the re-  
8       quired curriculum to teach about the Holocaust;  
9       and

10              (C) the comprehensiveness of the Holo-  
11       caust education curriculum taught in public ele-  
12       mentary schools and secondary schools, as indi-  
13       cated by the extent to which the curriculum ad-  
14       dresses all elements and aspects of the Holo-  
15       caust and is based on reliable educational re-  
16       sources, such as resources provided by the  
17       United States Holocaust Memorial Museum;  
18       and

19           (7) identify the approaches used by public ele-  
20       mentary schools and secondary schools to assess out-  
21       comes using traditional and nontraditional assess-  
22       ments, including assessments of—

23               (A) students' knowledge of the Holocaust;  
24       and

1 (B) students’ ability to identify and ana-  
 2 lyze antisemitism, bigotry, hate, and genocide in  
 3 historical and contemporary contexts.

4 (c) REPORT.—

5 (1) IN GENERAL.—Following the completion of  
 6 the study under subsection (a), the Director shall  
 7 prepare and submit to Congress a report on the re-  
 8 sults of the study.

9 (2) DEADLINE FOR SUBMITTAL.—The report  
 10 under paragraph (1) shall be submitted not later  
 11 than the earlier of—

12 (A) 180 days after the completion of the  
 13 study under subsection (a); or

14 (B) 3 years after the date of enactment of  
 15 this Act.

16 (d) DEFINITIONS.—In this Act:

17 (1) ESEA TERMS.—The terms “elementary  
 18 school”, “local educational agency”, “secondary  
 19 school”, and “State” have the meanings given those  
 20 terms in section 8101 of the Elementary and Sec-  
 21 ondary Education Act of 1965 (20 U.S.C. 7801).

22 (2) HOLOCAUST.—The term “Holocaust” has  
 23 the meaning given that term in section 3 of the  
 24 Never Again Education Act (Public Law 116–141;  
 25 36 U.S.C. 2301 note).

1           (3) HOLOCAUST EDUCATION.—The term “Holo-  
2       caust education” means educational activities that  
3       are specifically intended—

4           (A) to improve students’ awareness and  
5       understanding of the Holocaust;

6           (B) to educate students on the lessons of  
7       the Holocaust as a means to raise awareness  
8       about the importance of preventing genocide,  
9       hate, and bigotry against any group of people;  
10      and

11          (C) to study the history of antisemitism,  
12      its deep historical roots, the use of conspiracy  
13      theories and propaganda that target the Jewish  
14      people, and the shape-shifting nature of anti-  
15      semitism over time.

16          (4) PROJECT BASED LEARNING.—The term  
17      “project based learning” means a teaching method  
18      through which students learn by actively engaging in  
19      real-world and personally meaningful projects.

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